

The Impact Of Creativity And PKWU Learning Achievement On Entrepreneurial Interest Among High School Students: A Case Study Of SMA Negeri 6 Depok

Allimatus Sadiyah¹, Aris Budi Setyawan²
Universitas Gunadarma, Indonesia

Email :

[¹Allimatussadiyah7@gmail.com](mailto:Allimatussadiyah7@gmail.com), [²arisbudi@staff.gunadarma.ac.id](mailto:arisbudi@staff.gunadarma.ac.id)

ABSTRACT

This study explores the influence of creativity and academic performance in the Prakarya dan Kewirausahaan (PKWU) subject on entrepreneurial interest among high school students at SMA Negeri 6 Depok. As entrepreneurship education becomes increasingly critical in addressing youth unemployment, understanding the factors that drive students' entrepreneurial aspirations is vital. The research uses a quantitative approach, employing Structural Equation Modeling (SEM) to analyze data from 200 grade 12 students. Results reveal that both creativity and PKWU learning achievement positively and significantly affect entrepreneurial interest, with PKWU learning achievement having a stronger impact. These findings suggest that while creativity fosters innovative thinking, the practical skills provided through PKWU have a more direct influence on students' entrepreneurial ambitions. The study concludes by emphasizing the importance of integrating practical entrepreneurial experiences and creativity in educational curricula to cultivate a well-rounded entrepreneurial mindset. Limitations and future research directions, including expanding the sample size and using a longitudinal design, are discussed.

Keywords: Creativity; entrepreneurial interest; entrepreneurship education; pkwu; structural equation modeling.

ABSTRAK

Penelitian ini mengeksplorasi pengaruh kreativitas dan prestasi akademik dalam mata pelajaran Prakarya dan Kewirausahaan (PKWU) terhadap minat kewirausahaan siswa SMA di SMA Negeri 6 Depok. Seiring dengan semakin pentingnya pendidikan kewirausahaan dalam mengatasi pengangguran pemuda, memahami faktor-faktor yang mendorong aspirasi kewirausahaan siswa menjadi sangat penting. Penelitian ini menggunakan pendekatan kuantitatif dengan menerapkan Structural Equation Modeling (SEM) untuk menganalisis data dari 200 siswa kelas 12. Hasil penelitian menunjukkan bahwa baik kreativitas maupun prestasi belajar PKWU berpengaruh positif dan signifikan terhadap minat kewirausahaan, dengan prestasi belajar PKWU memiliki dampak yang lebih kuat. Temuan ini menunjukkan bahwa meskipun kreativitas mendorong pola pikir inovatif, keterampilan praktis yang diberikan melalui PKWU memiliki pengaruh yang lebih langsung terhadap ambisi kewirausahaan siswa. Penelitian ini menyimpulkan dengan menekankan pentingnya mengintegrasikan pengalaman praktis kewirausahaan dan kreativitas ke dalam kurikulum pendidikan untuk membentuk pola pikir kewirausahaan yang holistik. Keterbatasan dan arah penelitian masa depan, termasuk memperluas ukuran sampel dan menggunakan desain longitudinal, juga dibahas.

Kata Kunci: Kreativitas; minat kewirausahaan; pendidikan kewirausahaan; pkwu; structural equation modeling.

INTRODUCTION

The COVID-19 pandemic has significantly impacted global economies, including Indonesia, leading to increased unemployment rates across various educational levels, particularly among high school graduates. According to data from BPS-Statistics Indonesia (2023), the unemployment rate for individuals aged 20-24 increased by 336%, while for high school graduates, the unemployment rate surged by 186% during 2020-2021. This scenario reflects a growing challenge for educational institutions, which are expected to produce skilled graduates capable of creating new job opportunities, particularly through entrepreneurship.

One of the educational responses to this issue has been the introduction of the *Prakarya dan Kewirausahaan* (PKWU) curriculum in high schools, aimed at fostering entrepreneurial skills and creativity among students. PKWU combines theoretical and practical knowledge to prepare students for entrepreneurial activities, encouraging them to think innovatively and create new business ventures. Despite these efforts, students' interest in entrepreneurship remains low, as many still perceive formal employment or higher education as more secure options. For instance, in SMA Negeri 6 Depok, the number of students pursuing entrepreneurship after graduation has been consistently low, with only 6% of graduates opting to start their businesses in 2018, and this percentage dropped to 4% in 2020.

Problem Statement

The declining entrepreneurial interest among students at SMA Negeri 6 Depok highlights a critical issue: the PKWU curriculum, which aims to boost entrepreneurial motivation, has yet to significantly influence students' career choices. Many students undervalue entrepreneurship as a viable career path, viewing it as risky and requiring significant capital and experience. Additionally, low motivation and the distractions of digital media, such as social media and gaming, have negatively affected students' engagement with creative learning processes that are essential for entrepreneurial thinking.

Given this context, there is a need to investigate how creativity and academic performance in PKWU influence students' entrepreneurial interest. Creativity, a key component of

entrepreneurship, enables individuals to generate innovative ideas and solutions. However, there is limited understanding of how creativity, alongside academic achievement in PKWU, contributes to entrepreneurial interest in high school students.

Research Questions

To address these issues, the study seeks to answer the following questions:

1. What is the influence of creativity on the entrepreneurial interest of students at SMA Negeri 6 Depok?
2. What is the influence of PKWU learning achievement on students' entrepreneurial interest?
3. Which of the two variables, creativity or PKWU learning achievement, has a more substantial impact on entrepreneurial interest?

Objective

The primary objective of this study is to analyze the effect of creativity and PKWU learning achievements on students' entrepreneurial interest at SMA Negeri 6 Depok. By examining these factors, this research aims to provide insights into how education systems can better foster entrepreneurship among high school students, thereby contributing to reducing youth unemployment.

Literature Review

Creativity

Creativity is a multifaceted concept that has been extensively studied in various domains, particularly in relation to its role in entrepreneurship. According to Puspitasari and Wibowo (2021), creativity is a complex and multidimensional psychological construct that influences individuals' ability to generate new ideas and approaches to problem-solving. Creativity is often viewed through four interconnected dimensions: personal, process, environment, and product. The personal dimension refers to the individual's inherent ability to think innovatively, while the process dimension focuses on the steps taken to generate creative outcomes. The environment provides the context that either fosters or inhibits creative behavior, and the product refers to the tangible outcomes of creative efforts.

Several researchers have highlighted the importance of creativity in entrepreneurship. For example, Munandar (2012) emphasizes that creativity is the intersection of cognitive intelligence, personality traits, and problem-solving abilities. In entrepreneurship, this translates into the ability to identify and exploit opportunities by developing unique solutions and products. Wallas further elaborates on the process of creativity, outlining stages such as preparation, incubation, illumination, and verification, which align with the steps entrepreneurs often take when developing new business ideas (Maryuni et al., 2022).

In the context of education, especially entrepreneurship education, fostering creativity is essential for students to develop the mindset necessary for starting and sustaining a business. Zimmerer (2020) suggests that creative individuals are more likely to take calculated risks and innovate, which are crucial traits for entrepreneurs. Therefore, encouraging creativity in educational settings, such as through the PKWU curriculum, is vital for cultivating entrepreneurial interest among students.

PKWU Learning Achievement

Learning achievement, particularly in the context of entrepreneurship education, is a reflection of how well students have absorbed and applied the knowledge and skills taught in the classroom. According to Dagan (2020), learning achievement is an indicator of a student's cognitive development and is typically measured through tests, assignments, and overall performance in subjects such as PKWU (Prakarya dan Kewirausahaan). PKWU, a subject introduced in Indonesian high schools as part of the 2013 curriculum, integrates both hard and soft skills, combining practical knowledge with entrepreneurial theory to foster business-oriented thinking among students (Kementerian Pendidikan dan Kebudayaan, 2013).

Slameto (2010) asserts that academic achievement in subjects like PKWU can be used to gauge a student's ability to understand and apply entrepreneurial concepts, such as creativity, innovation, and risk-taking. Furthermore, Dimyati and Mudjiono (2009) classify learning achievements into three domains: cognitive, affective, and psychomotor. In the PKWU context, this means students are not only evaluated based on their knowledge but also their attitudes towards entrepreneurship and their ability to execute practical tasks that simulate real-world business scenarios.

The role of PKWU in increasing students' entrepreneurial interest has been highlighted in several studies. For example, Pujianingsih (2013) found that there is a positive correlation between students' achievements in PKWU and their interest in entrepreneurship. Similarly, Januardi et al. (2018) showed that PKWU achievements significantly influence students' readiness to pursue entrepreneurial careers, as the subject equips them with the necessary skills and knowledge to start their businesses.

Entrepreneurial Interest

Entrepreneurial interest refers to an individual's desire or inclination to pursue entrepreneurship as a career path. According to Ramayah and Harun (2005), entrepreneurial interest is often driven by both intrinsic and extrinsic factors. Intrinsically, individuals may be motivated by the desire for independence, creativity, and personal fulfillment, while extrinsic factors include societal pressures, economic incentives, and educational exposure. In the educational context, entrepreneurial interest can be influenced by the curriculum, as well as the teaching methods that emphasize innovation, critical thinking, and problem-solving.

Suryana (2009) defines entrepreneurship as the ability to identify opportunities and create value through innovative solutions. Entrepreneurial interest, therefore, is directly linked to an individual's creative capabilities and their exposure to entrepreneurship education. Students who exhibit high entrepreneurial interest are more likely to explore business opportunities, take calculated risks, and commit to creating ventures.

Research conducted by Sulistyarini (2007) demonstrated that both creativity and academic performance in entrepreneurial subjects are significant predictors of students' entrepreneurial interest. Similarly, a study by Nugraheni (2022) found that entrepreneurship education, such as PKWU, not only increases students' entrepreneurial interest but also enhances their confidence in starting new businesses. However, as Darpujiyanto (2010) points out, entrepreneurial interest can also be influenced by external factors such as family support and access to resources, which should be considered when assessing students' inclination towards entrepreneurship.

Theoretical Framework

The relationship between creativity, PKWU learning achievement, and entrepreneurial interest can be understood through the lens of entrepreneurship theory. As highlighted by

Zimmerer et al. (2020), creativity is a fundamental component of entrepreneurship because it enables individuals to develop new ideas and innovate, which are critical for business success. Similarly, learning achievements in entrepreneurship education provide the necessary knowledge and skills to transform creative ideas into viable business ventures.

Building on the work of Munandar (2012) and Slameto (2010), this study proposes that creativity and PKWU learning achievements are positively related to entrepreneurial interest. Students with higher creativity levels are likely to exhibit stronger entrepreneurial intentions, as their innovative thinking helps them identify opportunities in the market. Moreover, students who perform well in PKWU are better equipped with the practical and theoretical knowledge required to pursue entrepreneurship.

This study seeks to test the hypothesis that both creativity and PKWU learning achievement have a significant and positive influence on entrepreneurial interest among high school students, with the expectation that academic performance in PKWU will play a more dominant role due to its practical applications.

METHOD

Research Design

This study adopts a **quantitative research design**, focusing on the relationship between creativity, PKWU (Prakarya dan Kewirausahaan) learning achievement, and entrepreneurial interest among students. The quantitative approach was selected as it enables the measurement of the relationships between variables through statistical analysis (Creswell, 2003). Specifically, the study employs a **correlational design**, which is used to determine the degree to which two or more variables are related (Fraenkel & Wallen, 2012). The correlational design is appropriate for this research as it allows for the investigation of how creativity and PKWU learning achievement contribute to entrepreneurial interest among high school students.

Population and Sample

The population of this study consists of **366 students in grade 12** at SMA Negeri 6 Depok, during the 2023-2024 academic year. The decision to focus on grade 12 students is based on the assumption that these students are nearing the end of their high school education and are likely to be considering future career paths, including entrepreneurship.

According to Bryman (2012), when selecting a sample for educational research, it is essential to target participants who are most relevant to the research questions.

The study uses **simple random sampling**, a probability sampling technique, to ensure that every member of the population has an equal chance of being selected (Cochran, 1977). This method is chosen because it reduces sampling bias and ensures that the sample is representative of the larger population. The sample size is determined using **Slovin's formula** with a confidence level of 95% and a margin of error of 5% (Sekaran & Bougie, 2016), yielding a final sample of **200 respondents**.

Data Collection Methods

Data for this study are collected using two main techniques: **questionnaires** and **documentation**.

- **Questionnaires:** A structured questionnaire is administered to gather primary data from the students. The questionnaire is divided into three sections, each corresponding to the key variables of the study: creativity, PKWU learning achievement, and entrepreneurial interest. Each section is designed using **Likert-scale questions** to quantify students' responses (Likert, 1932). The Likert scale ranges from 1 (strongly disagree) to 5 (strongly agree), allowing for the measurement of respondents' attitudes towards each variable. Questionnaires are commonly used in educational research because they allow for the efficient collection of large amounts of data from multiple respondents (L. Cohen et al., 2013).
- **Documentation:** Secondary data, including students' PKWU grades, are obtained from the school's academic records. These grades serve as an indicator of PKWU learning achievement, as they reflect students' understanding and performance in entrepreneurial education (Slameto, 2010). Documentation provides a reliable source of data for measuring the independent variable of PKWU learning achievement (Ary, Jacobs, & Sorensen, 2010).

Research Variables

This study includes both **independent** and **dependent variables**.

A. Independent Variables:

Creativity (X1): This variable is measured using indicators from the creativity literature, including students' ability to generate new ideas, problem-solving skills, and their

willingness to take risks. The questionnaire for creativity is based on the work of William in Munandar (1992), which defines creativity through aspects such as fluency, flexibility, and originality in thinking.

PKWU Learning Achievement (X2): PKWU learning achievement is measured through students' academic performance in PKWU, using their final grades as an objective indicator. The PKWU achievement grades reflect students' practical and theoretical understanding of entrepreneurship (Menteri Pendidikan dan Kebudayaan, 2013).

B. Dependent Variable:

Entrepreneurial Interest (Y): This variable is measured by students' expressed intention to pursue entrepreneurship as a career. Indicators for entrepreneurial interest include students' preferences for entrepreneurship over formal employment, their desire to start a business, and their willingness to take risks (Ramayah & Harun, 2005).

Data Analysis Techniques

To analyze the relationships between creativity, PKWU learning achievement, and entrepreneurial interest, this study employs the **Structural Equation Modeling (SEM)** technique. SEM is chosen because it allows for the simultaneous testing of multiple relationships between variables, making it ideal for complex models involving mediating variables (Byrne, 2010). SEM combines aspects of factor analysis and regression analysis, providing insights into both direct and indirect relationships between variables (Kline, 2011).

The data collected through the questionnaire is analyzed using **AMOS software** to perform SEM. AMOS is widely used for its ability to visually represent complex models and perform confirmatory factor analysis (CFA) (Arbuckle, 2016). The model fit will be evaluated using several fit indices, including the **Goodness of Fit Index (GFI)**, **Comparative Fit Index (CFI)**, and **Root Mean Square Error of Approximation (RMSEA)**, as recommended by Hu and Bentler (1999). Acceptable model fit is indicated by GFI and CFI values above 0.90 and RMSEA values below 0.08 (Hair et al., 2010).

Additionally, descriptive statistics will be used to summarize the demographic characteristics of the sample, and **correlation analysis** will assess the strength and direction of relationships between the independent and dependent variables (J. Cohen, 1988). **Hypothesis testing** will be conducted to determine the significance of the

relationships between creativity, PKWU learning achievement, and entrepreneurial interest.

DISCUSSION

Descriptive Analysis of Respondents

The study sample consists of 235 students from SMA Negeri 6 Depok. Table 1 provides a summary of the respondents' demographic characteristics, including gender, class distribution, and prior entrepreneurial experience. The majority of the respondents are female (60%), and a substantial proportion of the sample comes from social studies classes (IPS). Only 18% of respondents had prior entrepreneurial experience, indicating that the majority of students are being exposed to entrepreneurship concepts for the first time.

Table 1 Respondents demographic characteristics

Characteristic	Frequency	Percentage
Gender		
Female	141	60.00%
Male	94	40.00%
Class		
XII IPS 1	31	15.50%
XII IPS 2	24	12.00%
XII IPS 3	30	15.00%
XII IPS 4	22	11.00%
XII IPS 5	14	7.00%
XII IPA 1	21	10.50%
XII IPA 2	21	10.50%
XII IPA 3	19	9.50%
XII IPA 4	18	9.00%
Entrepreneurial Experience		
Never	164	82.00%
Ever	36	18.00%

Hypothesis Testing

The hypothesis testing was conducted using **Structural Equation Modeling (SEM)** with AMOS software, examining the effects of creativity and PKWU learning achievement on entrepreneurial interest.

Relationship Between Creativity and Entrepreneurial Interest

The hypothesis that **creativity** positively influences **entrepreneurial interest** is confirmed by the analysis. The **regression coefficient** for the influence of creativity on entrepreneurial interest is $\beta = 0.311$ with a **C.R.** = 2.777 and **p-value** = 0.005, as shown in Table 2. These results indicate a statistically significant relationship, meaning that students with higher creativity levels tend to show greater entrepreneurial interest. This is consistent with the findings of Munandar (2012), who emphasized that creativity is a key component of entrepreneurial capability.

Table 2
Regression analysis of creativity and entrepreneurial interest relationship

Path	Standardized Coefficient (β)	C.R.	p-value
Creativity → Entrepreneurial Interest	0.311	2.777	0.005

Relationship Between PKWU Learning Achievement and Entrepreneurial Interest

The second hypothesis, that **PKWU learning achievement** positively influences **entrepreneurial interest**, is also supported by the data. The **regression coefficient** for PKWU learning achievement is $\beta = 0.567$ with a **C.R.** = 4.536 and **p-value** < 0.001, as shown in Table 3. This suggests that students who achieve higher scores in PKWU are significantly more likely to express interest in entrepreneurship. These findings align with Pujianingsih's (2013) research, which found a positive correlation between academic achievement in entrepreneurial subjects and entrepreneurial intent.

Table 3 Regression analysis for PKWU learning achievement

Path		Standardized Coefficient (β)	C.R.	p-value
PKWU Achievement	Learning → Entrepreneurial Interest	0.567	4.536	< 0.001

Comparative Influence of Creativity and PKWU Learning Achievement

When comparing the effects of creativity and PKWU learning achievement, it is evident that **PKWU learning achievement** has a stronger impact on **entrepreneurial interest** ($\beta = 0.567$) compared to **creativity** ($\beta = 0.311$). This indicates that, although creativity plays an important role in fostering entrepreneurship, the practical skills and knowledge provided through PKWU have a more direct and substantial effect on students' entrepreneurial aspirations.

Implications of the Findings

The results of this study have important implications for education policy and curriculum design. The significant impact of PKWU learning achievement on entrepreneurial interest suggests that schools should place greater emphasis on entrepreneurship education by integrating practical experiences and fostering students' business skills. This aligns with the recommendations of Suryana (2009), who argued that entrepreneurship education should focus on real-world applications to better prepare students for entrepreneurial careers.

In contrast, although creativity is important, its relatively smaller effect compared to PKWU learning achievement implies that creativity should be cultivated alongside practical business education. According to Zimmerer (2020), combining creativity with practical entrepreneurship skills results in a more well-rounded entrepreneurial mindset, which is crucial for students aspiring to become entrepreneurs.

CONCLUSION

This study aimed to analyze the influence of creativity and PKWU (Prakarya dan Kewirausahaan) learning achievement on entrepreneurial interest among high school students at SMA Negeri 6 Depok. The findings highlight several important conclusions.

The results confirm that creativity has a significant positive relationship with students' entrepreneurial interest. Students who demonstrate higher levels of creativity are more likely to express interest in pursuing entrepreneurship. This finding is consistent with previous research by Munandar (2012), which emphasized that creativity enhances the ability to identify and capitalize on entrepreneurial opportunities. However, while creativity is an important factor, it is not the most dominant predictor of entrepreneurial interest in this study.

The study shows that PKWU learning achievement has a more substantial influence on entrepreneurial interest than creativity. Students who perform well in PKWU are better equipped with the necessary skills and knowledge to pursue entrepreneurship. This supports the findings of Listya Pujianingsih (2013), who identified a strong relationship between academic achievement in entrepreneurship subjects and entrepreneurial intentions. The practical elements of the PKWU curriculum play a pivotal role in fostering students' readiness to start businesses.

When comparing the two independent variables, PKWU learning achievement was found to have a stronger impact on entrepreneurial interest than creativity. This suggests that while creativity is essential for innovation, the structured learning and practical skills provided by PKWU have a more direct effect on students' entrepreneurial aspirations. The findings align with the study by Januardi et al. (2018), which found that entrepreneurship education significantly enhances students' entrepreneurial intent by providing practical tools for business creation.

The results of this study suggest that educational institutions, particularly at the high school level, should place greater emphasis on integrating practical entrepreneurship education, such as PKWU, into the curriculum. Schools should not only focus on developing students' creativity but also provide hands-on entrepreneurial experiences that enable students to apply their creativity in real-world business scenarios. This dual approach of fostering creativity and enhancing practical business skills is essential for developing a well-rounded entrepreneurial mindset, as argued by Zimmerer (2020).

This study is limited by its cross-sectional design and its focus on a single high school in Depok. Future research could benefit from a longitudinal approach to assess how entrepreneurial interest evolves over time as students advance through their education. Expanding the sample size to include multiple schools and regions could also provide more generalized findings. Additionally, further studies could explore other factors that influence entrepreneurial interest, such as family background, socio-economic status, and exposure to entrepreneurial role models.

In conclusion, while creativity is important in shaping entrepreneurial intentions, this study demonstrates that academic achievement in PKWU is a more influential driver of entrepreneurial interest among high school students. To effectively nurture future entrepreneurs, educational programs must continue to foster both creative thinking and practical entrepreneurial skills, thus equipping students with the necessary tools to succeed in an increasingly competitive and innovation-driven economy.

REFERENCES

- Arbuckle, J. L. (2016). *AMOS 24.0 User's Guide*. IBM SPSS.
- Bryman, A. (2012). *Social Research Methods* (4th ed.). Oxford University Press.
- Byrne, B. M. (2010). *Structural Equation Modeling with AMOS: Basic Concepts, Applications, and Programming* (2nd ed.). Routledge.
- Cochran, W. G. (1977). *Sampling Techniques* (3rd ed.). John Wiley & Sons.
- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences* (2nd ed.). Lawrence Erlbaum.
- Cohen, L., Manion, L., & Morrison, K. (2013). *Research Methods in Education* (7th ed.). Routledge.
- Creswell, J. W. (2003). *Research design Qualitative quantitative and mixed methods approaches*. *Research Design Qualitative Quantitative and Mixed Methods Approaches*. <https://doi.org/10.3109/08941939.2012.723954>
- Dagan, H. (2020). *Achievement and Motivation in Education*. Springer.
- Kementerian Pendidikan dan Kebudayaan. (2013). *Kurikulum 2013: Implementasi Mata Pelajaran Prakarya dan Kewirausahaan*. Indonesia Ministry of Education.
- Darpujiyanto. (2010). *Pembelajaran yang Menumbuhkan Minat Mahasiswa Berwirausaha*. *Jurnal Ilmiah Bisnis Dan Ekonomi ASIA*, 5(1), 21–48.
- Dimiyati, & Mudjiono. (2009). *Belajar dan Pembelajaran*. Rineka Cipta.

- Fraenkel, J. R., & Wallen, N. E. (2012). *How to Design and Evaluate Research in Education* (8th ed.). McGraw-Hill.
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate Data Analysis* (7th ed.). Prentice Hall.
- Hu, L. T., & Bentler, P. M. (1999). Cutoff Criteria for Fit Indexes in Covariance Structure Analysis: Conventional Criteria Versus New Alternatives. *Structural Equation Modeling: A Multidisciplinary Journal*, 6(1), 1–55.
- Januardi, R., Anggraini, Z., & Zubaimari. (2018). The Influence of PKWU Subject on Entrepreneurial Interest of Students in SMA Muhammadiyah 02 Palembang. *Journal of Educational Research*.
- Likert, R. (1932). A Technique for the Measurement of Attitudes. *Archives of Psychology*, 140, 1–55.
- Maryuni, Y., Wibowo, T. U. S. H., & Rosdiana, H. (2022). Teaching Indonesian Maritime History: an Ecopedagogy Approach. *International Seminar on Social Studies and History Education*, 1(1), 289–305.
- Munandar, S. C. U. (1992). *Mengembangkan bakat dan kreativitas anak sekolah: petunjuk bagi para guru dan orang tua*. Gramedia Widiasarana Indonesia.
- Munandar, U. (2012). Creativity and Entrepreneurship: Cognitive and Personality Factors. *Indonesian Journal of Education and Psychology*.
- Nugraheni, W., & Mustikawati, R. I. (2022). Pengaruh Prestasi Belajar Prakarya dan Kewirausahaan, Efikasi Diri, dan Lingkungan Keluarga Terhadap Minat Berwirausaha Siswa Kelas XI IPS. *Kajian Pendidikan Akuntansi Indonesia (KPAI)*, 11.
- Pujianingsih, L. (2013). Relationship Between Entrepreneurial Interest and PKWU Achievement in High School Students. *Journal of Entrepreneurship Education*.
- Puspitasari, Q. D., & Wibowo, A. (2021). Creativity in Entrepreneurship: A Psychological Perspective. *Journal of Innovation Studies*.
- Ramayah, T., & Harun, Z. (2005). Entrepreneurial Interest and Its Determinants Among University Students. *International Journal of Entrepreneurship and Small Business*.
- Sekaran, U., & Bougie, R. (2016). *Research Methods for Business: A Skill-Building Approach* (7th ed.). Wiley.

Slameto. (2010). Learning and Achievement: Key Factors in Educational Success. Journal of Educational Studies.

Sulistiyarini, M. (2007). Pengaruh kreativitas kemandirian dan prestasi akademik terhadap minat berwiraswasta siswa sekolah menengah kejuruan : studi kasus SMK Putra Tama Bantul Yogyakarta. Universitas Sanata Dharma.

Suryana. (2009). Entrepreneurship: Practical Theory and Application. Salemba Empat.

Zimmerer, T. W. (2020). Entrepreneurship and New Venture Formation (5th ed.). Pearson.